

Current Policy
Title 28
EDUCATION

**Part LXXXIII. Bulletin 111—The Louisiana School,
District, and State Accountability System**

Chapter 3. School Performance Score Component

§301. School Performance Score Goal

- A. A school performance score (SPS) shall be calculated for each school. This score shall range from 0.0 to 150.0.
- B. Each school shall receive its school performance scores under one site code regardless of its grade structure.
- C. Preliminary school performance scores shall be released in the summer for schools that receive a letter grade of F. Final accountability results shall be issued by the fall semester of each year and all accountability reports will reflect the configuration of the school as it existed the prior spring semester.
 - 1. For K-7 schools, the school performance score will consist entirely of one index based on assessments and progress points listed in the table below.
 - 2. For K-8 schools, the school performance score will consist of an assessment index, dropout/credit accumulation index, and progress points.

K-8 School Performance Score Indices and Weights		
LEAP, iLEAP, and LAA I	Grades K-7	100 percent
	Grades K-8	95 percent
Dropout/Credit Accumulation Index	Grade 8	5 percent
Progress Points	Grades 3-8	Up to 10 points

- 3. For schools with a grade 12, the school performance scores will include four indicators weighted equally and progress points as outlined in the table below.

High School Performance Score Indices and Weights		
End of Course Tests, LAA I	Grades 9-12	25 percent
ACT* (Beginning in 2015-16, the ACT index shall also recognize WorkKeys. A concordance table comparing ACT to WorkKeys will be produced after the Spring 2015 administration.)	Grade 12	25 percent
Graduation Index	Grade 12	25 percent
Graduation Rate	Grade 12	25 percent
Progress points	Grades 10 and 12	Up to 10 points

*When calculating a school's ACT index score, students participating in the LAA I assessment shall not be included in the denominator of such calculation.

- 4. A combination school (a school with a grade configuration that includes a combination from both categories of schools, K-8 and 9-12), will receive a score from a weighted average of the SPS from the K-8 grades and the SPS from the 9-12 grades.
 - a. The K-8 SPS will be weighted by the number of students eligible to test during the spring test administration.
 - b. The 9-12 SPS will be weighted by the sum of:
 - i. assessment units from students who are initial testers for EOC + the students eligible to test ACT (students with EOC and ACT will count only one time);
 - ii. cohort graduation units from the number of members of the cohort used as the denominator in the graduation index calculation and the graduation rate (students in cohort will count only one time).
 - 5. For schools with configurations that include grades 9-11, but do not have a grade 12, the school performance score will consist of the indices available.
- D. Progress Points
- 1. The school performance score will also be affected by the progress points earned from growth calculated for the non-proficient student subgroup (i.e., super subgroup).
 - 2. To be eligible for K-8 progress points, the school must have:
 - a. at least 10 students in the non-proficient subgroup, as identified for subgroup membership based on prior year assessment scores only (i.e. students may be proficient or non-proficient in the current year) in ELA or mathematics; and
 - b. more than 50 percent (i.e. 50.001+) of the students in the non-proficient subgroup exceed their expected score, as determined by the value-added model for students in grades K-8;
 - c. if Subparagraphs 2.a and 2.b are met, then the number and the percent of students will be multiplied by 0.1, and the higher of the two products will be used to assign progress points. For students who earn an unsatisfactory on LEAP or iLEAP, the multiplier will be 0.1. For students who earn an approaching basic on LEAP or iLEAP in the prior year, the multiplier will be 0.05.
 - 3. To be eligible for high school progress points, the school must have:

- a. at least 10 students in the non-proficient subgroup, as identified for subgroup membership based on the most recent of the two previous years' state assessment scores in ELA or mathematics; and
- b. a minimum of 30 percent of the students in the non-proficient subgroup score at the top of the expected score range or higher, as determined by the ACT series;

NOTE: EXPLORE predicts PLAN and PLAN predicts ACT. As an example, if EXPLORE predicted a student would score between 17 and 19 on the PLAN, the student must score a 19 or higher in order to potentially earn progress points for the school.

- c. if Subparagraphs 3.a and 3.b are met, then the number and the percent of students will be multiplied by 0.1, and the higher of the two products will be used to assign progress points. For students who earned an unsatisfactory on LEAP or iLEAP or needs improvement on end-of-course tests in prior year(s), the multiplier will be 0.2. For students who earned an approaching basic on LEAP or iLEAP or a fair on end-of-course tests in prior year(s), the multiplier will be 0.1.
4. Schools can earn a maximum of 10 progress points to be added to the SPS.
- a. For combination schools that include both middle and high school grades (e.g., 6-12), the progress points shall be calculated by adding the points earned from each test group together. For sums that are greater than 10, a maximum of 10 points will be awarded.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2737 (December 2003), amended LR 31:1512 (July 2005), LR 32:1017 (June 2006), LR 32:2034, 2035 (November 2006), LR 33:424 (March 2007), LR 33:2349 (November 2007), LR 33:2593 (December 2007), LR 34:430 (March 2008), LR 35:639 (April 2009), LR 36:1987 (September 2010), LR 38:3105 (December 2012), LR 39:305 (February 2013), LR 39:1421 (June 2013), LR 39:2441 (September 2013), LR 40:1313 (July 2014), LR 40:2507 (December 2014).

Chapter 4. Assessment and Dropout/Credit Accumulation Index Calculations

§405. Calculating a K-8 Assessment Index

- A. For all grades 3-8 use the values from the following table.
- | iLEAP and LEAP Index Points | |
|--|---------------------------|
| Label | Subject-Test Index Points |
| Advanced = | 150 |
| Mastery (Exceeding the Standard) = | 125 |
| Basic (Meeting the Standard) = | 100 |
| Approaching Basic (Approaching the Standard) = | 0 |
| Unsatisfactory = | 0 |
- B. Weight each subject-test index score by the corresponding value from the table below.

Unit Weights for K-8 Assessment Index				
Grade	ELA	Math	Science	Social Studies
3rd	2	2	1	1
4th	2	2	1	1
5th	2	2	1	1
6th	2	2	1	1
7th	2	2	1	1
8th	2	2	1	1

- C. Sum all weighted subject-test index scores.
- D. Sum all weights applied to subject-test index scores from the table above (in Subsection B).
- E. Divide the sum from Subsection D by the total scores.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1021 (June 2006), amended LR 36:1989 (September 2010), LR 38:3106 (December 2012).

§409. Calculating a 9-12 Assessment Index

- A. All operational end-of-course (EOC) tests will be used in the calculation of the EOC assessment index.
1. All subjects will be weighted equally.
2. The EOC performance level will be used in the calculation of the EOC assessment index as described in the chart below.

EOC Performance Level	Index Point
Excellent	150
Good	100
Fair	0
Needs Improvement	0

3. EOC proficient test scores of “good” or “excellent” earned by students at a middle school will be included in the SPS calculations of the high school to which the student transfers. The scores will be included in the accountability cycle that corresponds with the students’ first year of high school. Middle schools will earn incentive points for all EOC test passing scores the same year in which the test was administered.
- a. Incentive points will be awarded as follows:
- i. excellent = 50;
- ii. good = 25.

4. EOC test scores considered “not proficient” (needs improvement, fair) will not be transferred, or banked, to the high school. Students will retake the test at the high school, and the first administration of the test at the high school will be used in the calculation of the assessment index the same year in which it was earned.
5. Beginning with the 2012-13 school year, students who are completing their third year in high school must have taken the Algebra I and English II tests, or LAA 1. If they do not, the students will be assigned a score of zero and be counted as non-participants in high school testing. All students must be included in the assessment cohort regardless of course enrollment, grade assignment or program assignment.
- B.1. The ACT composite score will be used in the calculation of the ACT assessment index as described in the chart below. To the extent practicable, a student’s highest earned score for any ACT administration shall be used in the calculation.

ACT Composite	Index Pts
0-17	0
18	100
19	102.8
20	105.6
21	108.4
22	111.2
23	114
24	116.8
25	119.6
26	122.4
27	125.2
28	128
29	130.8
30	133.6
31	136.4
32	139.2
33	142
34	144.8
35	147.6
36	150.4

- 2.a. Starting in the 2015-16 school year, student performance on the WorkKeys shall be included within the ACT index, where a student takes both assessments but achieved a higher score on the WorkKeys than on the ACT.
- b. The state will produce a concordance table comparing ACT scores with WorkKeys scores at the conclusion of the 2014-15 school year and the table shall be used to award points in the 2015-16 school performance score results.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1021 (June 2006), amended LR 33:252 (February 2007), LR 36:1989 (September 2010), LR 37:2118 (July 2011), repromulgated LR 37:2382 (August 2011), amended LR 37:3200 (November 2011), LR 38:1212 (May 2012), LR 38:2357 (September 2012), LR 38:3106 (December 2012), LR 39:305 (February 2013), LR 39:1421 (June 2013), LR 40:1314 (July 2014).

Chapter 11. School Performance Categories

§1101. Letter Grades

- A. For the 2013-2014 and 2014-2015 school years, letter grades shall be assigned pursuant to §303 of this bulletin. Thereafter schools will receive letter grades based on the school performance score (SPS).
- B. In addition to the letter grade, the LDE shall award schools the following labels:
- 1. if a school declines, it shall be labeled as "declining;" and
 - 2. if a school qualifies as a reward school (described in §1301), it shall be labeled as a "top gains" school.
- C. The LDE shall identify all schools that have selective, non-traditional academic admissions requirements.
- D. The LDE shall identify all schools that are classified as alternative schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:2120 (July 2011), amended LR 38:3110 (December 2012), LR 40:760 (April 2014).